

6.E.1.1 Students are able to **describe** how the spheres (lithosphere, hydrosphere, atmosphere and biosphere) of the Earth **interact**.

Webb Level: 2

Bloom: Comprehension

Verbs Defined:

Describe – tell in words or numbers

Interact – relate to one another (ex. erosion, flooding and pollution)

Key Terms Defined:

Lithosphere – the solid part of Earth made up of crust & mantle

Hydrosphere – the water portion of Earth which contains oceans, seas, lakes and rivers

Atmosphere – the mixture of gases and particles surrounding the earth

Biosphere – the region of Earth on which life exists

Teacher Speak:

Students will be able to describe (tell in words or numbers) how the four spheres

- lithosphere (the solid part of Earth made up of crust and mantle)

- hydrosphere (the water portion of Earth which contains oceans, seas, lakes and rivers)

- atmosphere (the mixture of gases and particles surrounding the earth)

- biosphere (the region of Earth on which life exists)

of Earth interact (ways objects relate to one another ex. erosion, flooding and pollution).

Student Speak:

I can tell in words or numbers (describe) how

- the solid part of Earth is made up of crust and mantle (lithosphere)

- the water portion of Earth contains oceans, seas, lakes and rivers (hydrosphere)

- the mixture of gases and particles surrounding the earth (atmosphere)

- the region of Earth on which life exists (biosphere)

relate to one another ex. erosion, flooding and pollution (interact).

6.E.1.2 Students are able to **examine** the role of water on the Earth.

Webb Level: 2

Bloom: Application

Verbs Defined:

Examine – observe and describe

Key Terms Defined:

Role - behavior

Water - rivers, aquifers and precipitation

Teacher Speak:

Students will be able to examine (observe and describe) the role (behavior) of water (rivers, aquifers and precipitation) on the Earth.

Student Speak:

I can observe and describe (examine) the behavior (role) of rivers, aquifers and precipitation (water) on the Earth.

6.E.1.3 Students are able to **explain** processes involved in the formation of the Earth's structure.

Webb Level: 3

Bloom: Comprehension

Verbs Defined:

Explain – give reasons why

Key Terms Defined:

Processes - volcanoes, earthquakes and plate tectonics

Formation - making

Teacher Speak:

Students will be able to explain (give reasons why) processes (volcanoes, earthquakes and plate tectonics) involved in the formation (making) of the Earth's structure.

Student Speak:

I can give reasons why (explain) volcanoes, earthquakes and plate tectonics (processes) are involved in the making (formation) of the Earth's structure.

6.E.2.1. Students are able to **identify** the organization and relative scale of the solar system.

Webb Level: 1

Bloom: Knowledge

Verbs Defined:

Identify – select from given information

Key Terms Defined:

Organization – the arrangement of objects

Relative scale – size and distance

Solar system – sun, planets, moons, meteors, asteroids and comets

Teacher Speak:

Students will be able to identify (select from given information) the organization (the arrangement of objects) and relative scale (size and distance) of the solar system (Sun, planets, moons, meteors, asteroids and comets).

Student Speak:

I can select from given information (identify) the arrangement of objects (organization) and the size and distance (relative scale) of the Sun, planets, moons, meteors, asteroids and comets (solar system).